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ABSTRACT

School site selection is critical since the site can affect the size and shape of the school, which in turn can materially affect the educational program and opportunities for students. This document provides guidance for California school districts to help them select school sites that provide both a safe and supportive environment for the curriculum and the learning process, and gain approval for the selected sites. It contains information about safety factors to be considered when analyzing potential sites and procedures school districts must follow to gain site approval from the school Facilities Planning Division of the California State Department of Education. Appendices provide site review analysis checklists, office of airports procedures, evaluation checklist for school bus driveways around schools, examples of site transmittal letters, and the school site approval procedures and report form. (GR)

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School Site Selection and Approval Guide

CALIFORNIA STATE DEPARTMENT OF EDUCATION

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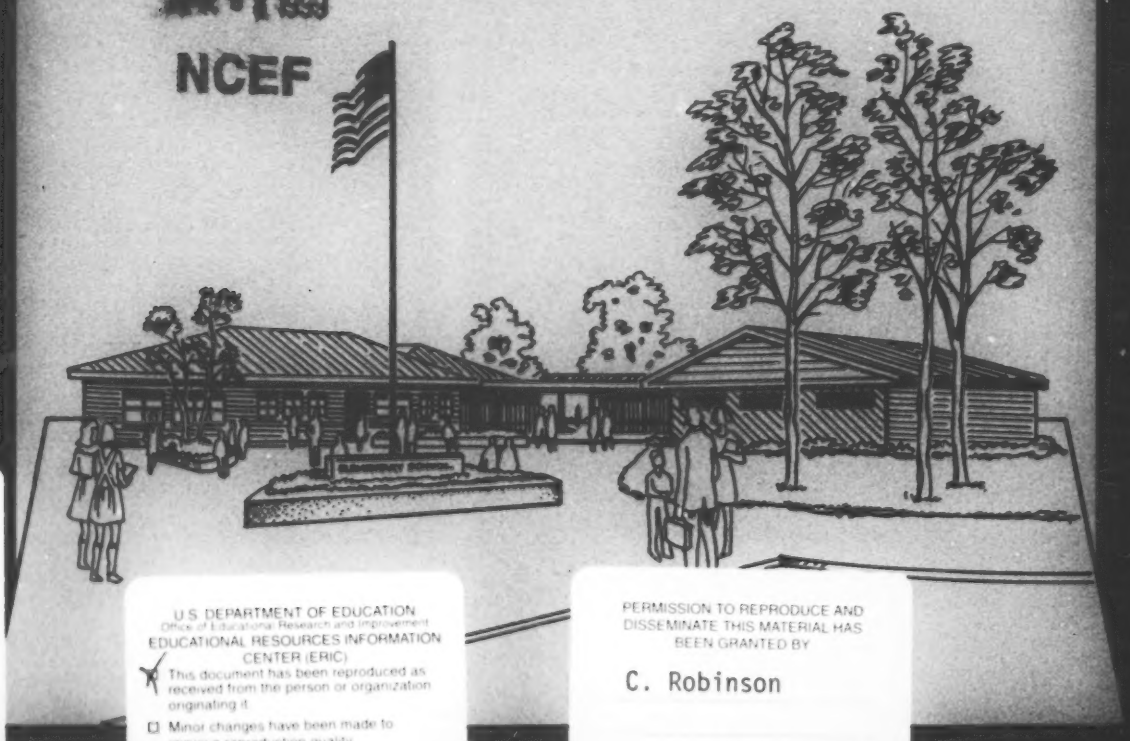

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School Site Selection and Approval Guide

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Prepared by the
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California State Department of Education
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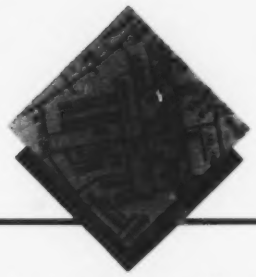


Introduction

Selecting the most appropriate site for a school is an important consideration for a school district and the school community. The location, size, and shape of a school site can materially affect the educational program and opportunities for students. Since program needs differ, depending on the type of school, selection criteria must be carefully developed with the needs of the specific school program in mind. In addition, the selection must be based not only on current needs but also on projected needs. Clearly, making a wise selection is not an easy task. The primary purpose of this guide is to help school districts make the wisest selection possible.

Purpose of the Guide

This guide has been designed to help school districts (1) select school sites that provide both a safe and supportive environment for the curriculum and the learning process; and (2) gain approval for the selected sites. To help in the selection process, the guide includes a set of selection criteria that have proven helpful to site selection teams. The guide also contains information about safety factors that should be considered when analyzing potential school sites as well as the procedures school districts must follow to gain site approval from the School Facilities Planning Division (SFPD), California State Department of Education (SDE).

Role of the Department

Education Code sections 39000 through 39007 and *California Code of Regulations, Title 5, Education,* sections 14000 through 14046, require the State Department of Education to review and approve all new school sites and additions to school sites, regardless of the funding source. In addition, the School Facilities Planning Division is responsible for ensuring that school districts applying for state school building funds comply with all State Allocation Board policies regarding site acquisitions as outlined in the *Applicant Handbook: Lease-Purchase Law of 1976,* sections 3860 through 3865.[1] Approval of a site by the Department of Education is required prior to Phase II apportionment by the State Allocation Board for site acquisition.

[1] *Applicant Handbook: Lease-Purchase Law of 1976,* prepared by the State Allocation Board. Sacramento: California State Department of General Services, 1986, np.

Selecting the Proper Site

When a school district decides to select a new school site, two basic questions must be addressed: (1) Who will be responsible for school site selection? and (2) What factors must be considered in selecting the site? This section of the guide includes information school districts can use to answer those questions.

Determining Who Will Select the Site

The first decision the school district should make is whether the site will be selected by an individual or by a selection team. (The School Facilities Planning Division recommends that the site be chosen by a selection team. Consequently, comments in this guide are directed to team members. However, they are equally applicable to individuals.) If the school district decides on a site selection team, the team should include community members, district teachers and administrators, and the architect. The School Facilities Planning Division consultant will be available to advise the district on the formation of the team. Some school districts also include subcommittees composed of school board members as part of the team. Regardless of the selection team's composition, one of its first tasks will be to establish site selection criteria.

Developing Site Selection Criteria

School site selection is affected by many factors, including cost, size, location, and safety. Those persons responsible for school site selection will have to evaluate both the present characteristics and the possible future characteristics of a site and its surrounding property. Since the site selection team may be unable to locate a site that meets all the criteria agreed on, it may have to set priorities and make certain compromises. In addition, the team must weigh accordingly those site characteristics that adversely affect the site. Careful assessment will take time, but the significance of each decision warrants the attention.

Screening and Ranking Procedures

To help focus and objectify the site selection process, the School Facilities Planning Division has developed a screening and ranking procedure based on the following 12 criteria commonly affecting school site selection:

- Safety
- Environment
- Size and shape
- Location
- Soils
- Topography

- Accessibility
- Public services
- Utilities
- Cost
- Political implications
- Availability

An explanation of these criteria is included in Appendix A, "Site Review." Appendix A also contains three work sheets based on the screening and ranking procedure developed by the School Facilities Planning Division. The first work sheet, "Site Review Considerations," includes a list of secondary criteria as well as the 12 primary criteria previously listed. The secondary criteria have been designed to help the selection team more clearly define the factors that must be considered and to better understand the types of data needed in the selection and acquisition of the school site. After considering both the primary and secondary criteria, the site selection team should be able to rank the sites in order of acceptability by completing the next two work sheets, "Site Review Analysis" and "Site Evaluation Summary."

Although the criteria included in the work sheet "Site Review Considerations" are not the only ones a site selection team may consider, the team may find them useful when explaining to school boards how the selection process is proceeding. School districts purchasing the site with state funds may find the criteria helpful when screening available sites and identifying at least three acceptable sites. (Districts applying for state school building funds are required to present for review by the School Facilities Planning Division's consultant three potential school sites from which the appropriate site can be selected.)

Recommended Resources

School administrators, members of school boards and site selection teams, and other persons involved in facilities planning may find the following documents useful:

- *School Site Analysis and Development Guide* (1987). Available from the School Facilities Planning Division, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.
- *Guide for Planning Educational Facilities* (1988). Available from the Council of Education Facility Planners International, 1060 Carmack Rd., No. 160, Columbus, OH 43210.

The *School Site Analysis and Development Guide* includes information the school site selection team can use to evaluate a potential site and determine whether it meets the needs of the particular school. The site selection requirements included in the *School Site Analysis and Development Guide* are based on state-aid area allocations, and a 1:2 ratio between buildings and grounds is incorporated in all tables. In urban settings this ratio may not be practical, and school planners should modify the requirements to fit the circumstances.

Evaluating Safety Factors

Safety is a high priority consideration in the selection of school sites. Certain safety factors are governed by state regulations or by policy of the School Facilities Planning Division. In selecting a school site, the selection team should consider the following safety factors: (1) proximity of site to airports; (2) proximity of site to high voltage power transmission lines; (3) presence of potentially toxic and hazardous substances; (4) results of geological studies and soils analyses; (5) traffic and school bus safety conditions; and (6) joint use safety studies.

Proximity to Airports

In the State Aeronautics Act, Division 9, Part 2, Section 21013, an *airport* is defined as "an area of land or water that is used, or intended for use, for the landing and takeoff of aircraft (including helicopters) and any appurtenant areas that are used, or intended for use, for airport buildings or other airport facilities, or rights of way, and all airport buildings and facilities located thereon." The responsibilities of the school district, the State Department of Education, and the Department of Transportation (Division of Aeronautics) concerning school site proximity to airports are contained in *Education Code* sections 39005 through 39007.

As part of the site selection prescreening process, the district should determine the proximity of the site to airports. If the site is within two miles of an airport runway, the following procedures must be followed before the site can be approved:

1. With its request to the Department of Education for acquisition of the site, the district must include two maps on which the location of the site and its relationship to the airport are indicated.
2. The Department of Education will request the Department of Transportation (Division of Aeronautics) to investigate the site and make recommendations to the Department.
3. If the Department of Transportation does not recommend against the site, the Department of Education will contact the district and advise the district to complete the necessary documents required for approval.
4. If the Department of Transportation and the Department of Education do not favor the site acquisition, the governing body may not acquire title to the property until 30 days after the Department's report is received by the school district and until the report has been read at a public hearing. If state, county, or school district funds are to be used for school site acquisition and the report of the Department of Transportation is unfavorable, the recommendation may not be overruled without the express approval of the Department of Education and the State Allocation Board. (*Education Code* sections 39005 and 39007)

When making its evaluation, the Division of Aeronautics will be concerned with factors such as accident exposure and aircraft noise. Appendix B, "Office of Airports Procedures," contains a description of the procedures used by the Division of Aeronautics after receiving a request from the Department of Education for an inspection of a proposed school site.

Proximity to High Voltage Power Transmission Lines

Power companies have usually been good neighbors; however, the electric power transmission lines maintained by power companies are potentially hazardous. Those lines may carry over 700,000 volts of electricity, and lines capable of carrying more than one million volts are being developed and rated for use. Consequently, school districts must be concerned about the health and safety aspects relating to overhead transmission lines.

Little research exists on the effects of electromagnetic fields on human beings. Although a link between exposure to electromagnetic fields and adverse health effects has been discovered, the statistical correlations linking exposure and adverse health are weak, and no scientific consensus supporting such findings exists. Nevertheless, school districts should take a conservative approach when reviewing sites situated near power transmission line easements.

The School Facilities Planning Division has established the following limits for locating school sites near high voltage power transmission line easements. These limits are based on an electric field strength graph developed by the Electronic Power Research Institute (EPRI) and published in *Background on Electromagnetic Fields and Human Health* (Palo Alto: Electronic Power Research Institute, February, 1987):

1. 100 feet from edge of easement for 100–110 kv line
2. 150 feet from edge of easement for 220–230 kv line
3. 250 feet from edge of easement for 345 kv line

When evaluating a potential site situated near a power line easement, the site selection team should ask the following questions:

1. Is it necessary for the district to build the site near the easement? Are other options available?
2. Has the district contacted and discussed with the utility company plans to (a) increase the voltage of the transmission lines; and (b) build other towers on the easement?

Each site will be evaluated according to its own potential hazards by the School Facilities Planning Division's consultant.

Presence of Potentially Toxic and Hazardous Substances

The presence of potentially toxic and hazardous substances on or in the vicinity of a prospective school site is another concern relating to student, staff, and public safety. Those responsible for site evaluation should give special consideration to (1) landfill areas on the site; and (2) proximity of the site to dump sites, chemical plants, refineries, fuel storage facilities, nuclear generating plants, abandoned farms and dairies, and agricultural areas in which pesticides and fertilizers have been heavily used. From a nuisance standpoint the site selection committee also should consider whether a site is located near or downwind from a stockyard, fertilizer plant, soil processing operation, or sewage treatment facility.

Results of Geological Studies and Soils Analyses

Education Code Section 39002 requires that a geological study and a soils analysis be conducted to provide an assessment of the nature of the site and potential for earthquake or other geological hazard damage if the prospective school site is located within (1) the boundaries of any special studies zone; or (2) an area designated as geologically hazardous in the safety element of the local general plan as provided in subdivision (g), Section 65302, of the *Government Code*. Consultants from the School Facilities Planning Division may request geological studies and soil analyses on school sites located outside study zones if there is evidence to suggest such studies are warranted.

Any geological study must be conducted according to provisions contained in *Education Code* Section 39002.5, which states that "no school building shall be constructed, reconstructed, or relocated on the trace of a geological fault along which surface rupture can be reasonably expected to occur within the life of the school building."

Traffic and School Bus Safety Conditions

The school facility should be situated so that students can enter and depart the building safely. As the number of schools providing child care and extended day classes increases, it is important for schools to ensure the smooth flow of buses and other traffic through the school grounds. When

analyzing potential school sites, selection teams should consider a number of safety factors. For example, the size and shape of the site will affect the traffic flow and the placement of pickup and delivery points for parents. Roads servicing the area must be of sufficient paved width when the loading and unloading of pupils is contemplated off the main thoroughfare. Driveway openings must conform to local requirements. When analyzing potential school sites for traffic and bus safety, site selection teams should use the evaluation checklist included in Appendix C.

Joint-Use Safety Studies

Many school districts plan schools to be used in conjunction with park districts. This arrangement may result in recreational areas suitable for use by both students and community members. However, special care must be taken to ensure that the site can be used by both students and community members without compromising the security of the school. Particular attention should be given to placing public parking areas and rest rooms away from classrooms and student play areas. Before approving the site, the School Facilities Planning Division will request schematic layouts of the site in which placement of school facilities and park facilities designed for use by the public are indicated.

Obtaining Site Approval

After deciding on a site to be approved, the district site selection team should proceed as follows:

1. If the site is within two miles of an airport runway, send the following items to the School Facilities Planning Division, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720: (a) two maps of the site on which the location of the school is shown in relation to the airport; and (b) a request for an investigation of the site (in accordance with *Education Code* Section 39005) by the Department of Transportation, Division of Aeronautics (See "Proximity to Airports," p. 4, and Appendix B). After the Division of Aeronautics has completed its investigation, the Department will notify the school district of the findings and advise the district to either (a) proceed with the approval process; or (b) identify another site.
2. Schedule a field visit with the School Facilities Planning Division (SFPD) consultant. Requirements vary, depending on whether the site is to be purchased with state funds or with other than state funds.
   a. If the site is to be purchased with state funds, provide the SFPD consultant with maps of three acceptable sites for comparison purposes. The SFPD consultant will use a "Site Review Form" (Appendix D) to evaluate each site. After the SFPD consultant approves the sites, the school district must obtain authorization from the Department of General Services, Office of Local Assistance, to proceed with site appraisals. Final approval of the site of choice will be given by the SFPD consultant after the district has met the requirements listed in SFP Form 4.01, "School Site Approval Procedures," and has satisfactorily completed SFP Form 4.02, "School Site Report." (See Appendix E for copies of the site transmittal letters; Appendix F for a copy of SFP Form 4.01; and Appendix G for a copy of SFP Form 4.02.)
   b. If the site is to be purchased with other than state funds, schedule a visit by the SFPD consultant to the selected site. The consultant will evaluate the site using the site review form and may request alternative sites to be reviewed. Final approval requires that the district satisfactorily complete forms 4.01 and 4.02 (appendixes F and G) pursuant to *Education Code* sections 39002 through 39007.

Once the site is approved, the School Facilities Planning Division will issue an approval letter to the school district. If the site is being purchased with state funds, a copy of the approval letter will be sent to the Department of General Services, Office of Local Assistance.

The Department of Education is required to charge a fee of $25 for each ten acres, or fraction thereof, of school sites reviewed. A sample fee schedule follows:

7 acres—$25	23 acres—$75
10 acres—$25	45 acres—$125
12 acres—$50	50 acres—$125
20 acres—$50	56 acres—$150

For additional information regarding any issue relating to school site selection, school districts should contact the School Facilities Planning Division; telephone 916-322-2470.

Site Review

When a school district is planning to acquire a site for a school, the district must take many factors into consideration. To help the district focus on the site selection process, the School Facilities Planning Division has developed three work sheets, which are included in this appendix. The work sheets are based on a set of criteria which affect school site selection.

Although these criteria are not the only ones the site selection team should consider, the team may find them useful in explaining the selection process to school boards. These criteria can also help the site selection team screen available plots and identify at least three acceptable sites from which the final choice can be made.

Twelve primary criteria for site review consideration are listed in the work sheet entitled "Site Review Considerations." Each primary criterion includes secondary criteria designed to help the team focus on and analyze a given site. Designed to provide details of the task to be undertaken, the secondary criteria can be used by the team to understand better the types of data needed in the identification, selection, and acquisition of a school site.

After considering the primary and secondary criteria included in the following work sheet, the team should rank the sites in order of acceptability by completing the second and third work sheets, "Site Review Analysis" and "Site Evaluation Summary."

Site identification		Grade level
Location	Gross acres	Estimated value

Site Review Considerations

	OK	Potential problem
Safety		
Factors to avoid:		
▫ Adjacent to highways and railroads and lacks a sound buffer		
▫ Within two miles of an airport runway or a heliport		
▫ Close to high-voltage power lines		
▫ Contaminants or toxics in the soil or groundwater from landfills, dumps, chemical plants, refineries, fuel tanks, nuclear plants, or agricultural use of pesticides/fertilizers		
▫ Close to open-pit mining		
▫ On or near a fault zone or active fault		
▫ In an inundation area of dam or flood plain		
▫ Social hazards in the neighborhood, such as high incidence of crime and drug or alcohol abuse		
Location		
▫ Strategically located to avoid extensive transporting and to minimize student travel distance		
▫ Compatible with current and future zoning regulations		
▫ Close to public services, such as libraries, parks, and museums		
▫ Favorable orientation to wind and natural light		
Environment		
▫ Free from sources of noise that may impede the instructional process		
▫ Free from air pollution, smoke, dust, and odors		
▫ Provides aesthetic view from and of the site		
▫ Compatible with the curriculum		

	OK	Potential problem
Soils		
▫ Close to faults or fault traces		
▫ Stable subsurface and bearing capacity		
▫ Danger of slides or liquefaction		
▫ Percolation for septic system and drainage		
▫ Adequate water table level		
▫ Existing land fill reasonably compacted		
Note: A geologic test must be conducted to determine soil conditions.		
Topography		
▫ Surface and subsurface drainage		
▫ Rock ledges or outcroppings		
▫ Feasibility of mitigating steep grades		
▫ Level area for playfields		
Size and Shape		
▫ Net acreage consistent with recommendations of the School Facilities Planning Division's *School Site Analysis and Development Guide*		
▫ Appropriate length-to-width ratio		
▫ Sufficient open play area and open space		
▫ Potential for expansion for future needs		
▫ Adequate and separate bus loading and parking		
Accessibility		
▫ Access and dispersal roads		
▫ Natural obstacles such as grades or gullies		
▫ Obstacles such as crossings on major streets and intersections, narrow/winding streets, heavy traffic patterns		
▫ Freeway access for bus transportation		
▫ Routing patterns of foot traffic		

	OK	Potential problem
Public Services		
▫ Fire and police protection		
▫ Public transit service		
▫ Trash and garbage disposal		
Utilities		
▫ Availability of water, electricity, gas, sewer		
▫ Feasibility of bringing utilities to site (cost)		
▫ Utilities reasonably available to site		
▫ Restrictions on right of way		
Cost		
▫ Reasonable costs for site preparation (drainage, parking, driveways, removal of existing buildings, and grading)		
▫ Reasonable costs for condemnation, severance damage, and legal fees		
▫ Reasonable maintenance costs		
Availability		
▫ Title clearance		
▫ Condemnation of buildings and relocation of residents		
Political Implications		
▫ Public acceptance of the proposed site		
▫ Receptivity of city and/or county planning commission		
▫ Zoned for prime agricultural or industrial use		
▫ Negative environmental impact		
▫ Coordination of proposed school with future community plans		

Comments

Site Review Analysis

After the team has considered the criteria listed in the work sheet, "Site Review Considerations," it should use the following work sheet to rank each site. The number of points assigned to each factor is based on the experiences of the consultants in the School Facilities Planning Division.

Note: A score of zero on a critical factor such as safety, for example, indicates that the negative aspects of that factor could not reasonably be mitigated. Therefore, the site should be eliminated from consideration, regardless of potential high scores on other factors.

Site identification		*Grade level*
Location	*Gross acres*	*Estimated Value*

FACTORS	0	1	2	3	4	5	Total points
Safety (20 possible points)	*Dangerous*					*Safe*	x4=
Location (15 possible points)	*Remote*				*Convenient*		x3=
Environment (10 possible points)	*Polluted*					*Clean*	x2=
Soils (10 possible points)	*Unsuitable*				*Suitable*		x2=
Topography (10 possible points)	*Unsuitable*				*Suitable*		x2=
Size and shape (10 possible points)	*Inadequate*				*Adequate*		x2=
Accessibility (10 possible points)	*Obstructed*				*Accessible*		x2=

	0	1	2	3	
Public services (3 possible points)	*Unserviced*			*Serviced*	x1=
Utilities (3 possible points)	*Unavailable*			*Available*	x1=
Cost (3 possible points)	*Expensive*			*Economical*	x1=
Availability (3 possible points)	*Easy*			*Difficult*	x1=
Political implications (3 possible points)	*Conflict*			*Harmonious*	x1=

Total points

(Possible 100)

Site Evaluation Summary

FACTORS	Possible points	Site identification							
Safety	20								
Location	10								
Environment	10								
Soils	10								
Topography	10								
Size and shape	10								
Accessibility	10								
Public services	3								
Utilities	3								
Cost	3								
Availability	3								
Political implications	3								
Total points	100	____	____	____	____	____	____	____	____

Appendix
B

Office of Airports Procedures

When reviewing a site located within two miles of an airport runway, the School Facilities Planning Division will request the Department of Transportation, Division of Aeronautics, to investigate the site and make recommendations. The following procedures are used by the Division of Aeronautics to conduct the investigation. These procedures are contained in the *Office of Airports Manual,* which is published by the Department of Transportation.

Title: Evaluation of Proposed School Site

No. A-3.3
Date: July 1, 1987

Approved by:

Proposed School Site Inspections, Undated

3.300 Background

The purpose of this document is to provide procedural guidance to Division of Aeronautics personnel in conducting inspections of proposed school sites pursuant to the provisions of *Education Code* sections 39005, 39006, 39007, 81036 and *Government Code* Section 15854.5.

The above-cited code sections establish the requirement for the Division of Aeronautics to investigate and make recommendations on the acquisition of property for a new school site or for an addition to a present site located within two (2) miles of an airport/heliport runway. Such recommendations must be made to the Department of Education within 30 working days of receipt of the request.

3.310 Procedure

1. When a request for a school site investigation is received, it will be routed to the Chief, Office of Airports, for assignment to an aviation consultant.
2. The aviation consultant will plot the location of the proposed school site on a large scale map and measure the distance by air line to the closest runways of airports/heliports within the area established.
   a. If the site is not within two miles of a permitted airport or heliport, a full evaluation/site visit is not normally required, and the requesting

agency will be so advised. Further evaluation will be made only upon request.

b. By definition, a heliport is an airport and subject to the above codes. However, its more limited airspace requirements suggest a lesser impact on adjacent school sites. If a proposed school site is within 1/4 mile of an established heliport or its approach/departure paths, a full investigation is required. If not, a "desktop" evaluation can normally be made without a site visit.

3. The appropriate airport file record and other documents/publications will be consulted to determine the airport/heliport traffic patterns, instrument approach/departure routes, traffic volume, types of aircraft, airport master plan, airport compatible land use plan, and other factors that may impact on the proposed site.
4. As a minimum, a physical inspection of the proposed site will be made. As part of the visit, the consultant should plan to fly the traffic patterns of the affected airports to ascertain the impact on the site. In addition, local school officials may be contacted prior to the visit and offered the opportunity to accompany the consultant on the inspection.
5. The consultant will coordinate with the Division Airport Environment Specialist, who will evaluate the airport/heliport noise impact on the proposed site and make recommendations.
6. The owner and/or operator of all airports/heliports located within two (2) miles of the proposed site will be notified of the proposal. (The format letter in Attachment A may be utilized. A copy shall be sent to the local ALUC [Airport Land Use Commission] and to the local planning department.)
7. The consultant shall consider all factors in the evaluation; however, the determination need not be based on a "worst case" scenario. The types of aircraft, volume of traffic, attitude of overflight and phase of flight should all be considered. For example, at a busy airport, the crosswind runway may be little used. A site under the downwind leg might be little impacted by the occasional use.

3.311 Primary Factor Evaluation

1. Primary factors in site evaluation are aircraft accident exposure and aircraft noise. To provide consistent and valid assessment of these factors, guidelines extracted from the following publications will be used:
   a. *Airport Land Use Planning Handbook*
   b. FAR Part 77, "Objects Affecting Navigable Airspace."
   c. FAA Advisory Circular AC 150/5300-AB (Utility Airport Design Guide).
   d. FAA Advisory Circular AC 150/5390-1B (Heliport Design Guide).
   e. Current airport master plans and compatible land use plans for involved airports.
   f. Military Air Installation Compatible Use Zone (AICUZ) studies.
   g. *Jeppeson Airway Manual.*
   h. United States Standard for Terminal Instrument Approach Procedures (TERP).
2. Although much of this evaluation is based on current conditions, future compatibility must also be considered. The school site should not limit planned airport development, nor should future airport development adversely affect the school site.

3.312 Aircraft Accident Exposure and Airport Safety Areas
(See Attachment B.)

1. For evaluation purposes, a safety area will be established surrounding each runway. This area effectively combines the traffic pattern/overflight and rectangular safety areas depicted in the *Airport Land Use Planning Handbook*. Length and width will be measured perpendicular to or along the extended runway centerline of each runway. The final overall shape and dimensions of the safety area will depend on the runway layout (single, multiple, parallel, crossing), approach/departure paths, and the types of aircraft operating to or from the airport (single engine-prop; twin-engine; jet/large cargo).
   a. Airports will be categorized according to the layout class of aircraft which regularly use or are planned to use the airport. For example, one business jet per week would not constitute a "jet/large cargo" class airport. If, however, ten percent of the operations were jet or large cargo, that would justify using the jet column of the chart.
   b. Length will be measured outbound from the runway end along the expanded runway centerline, can vary from 2,650′ to 5,280′, and will conform to published departure paths, where appropriate.
   c. Width will be measured on either side of the extended runway centerline, and specific distances will depend on whether the published traffic pattern utilizes both sides of the runway. See Attachment B for dimensions and sample illustration.
2. An extended runway centerline (ERC) area will be established for all precision and nonprecision instrument runways and will measure 1,000′ wide by 10,000′ long as measured from the runway threshold. This area may be realigned to fit an instrument approach/missed approach flight path. The TERP manual establishes clearances and maneuvering areas for aircraft on approaches. Consideration should be given to potential overflight at low altitudes in missed approach segments.
3. The above guidelines can vary, depending on the local conditions. However, large deviations from the stated parameters will be brought to the attention of the Chief, Office of Airports, for resolution.
4. If the school site is located within any of the above safety areas for a planned or useable runway, or within the missed approach maneuvering area of a published instrument approach within two miles of the airport, the site will, in most cases, be recommended against.
5. Other sites within two miles of the airport will be evaluated carefully for conditions which present a specific hazard upon which to base a negative recommendation.
6. If the airport in question is a military airport, the unit public affairs office should be contacted and a copy of the airport's AICUZ study obtained. The recommendations of the AICUZ study will normally be accepted in the evaluation.

3.313 Location—Noise Exposure

1. School sites located in a safety area or under any runway approach surface, as described in FAR Part 77.25 through 77.29, this office manual, or otherwise located within one mile of any portion of planned or visible runways, will be evaluated by the Airport Environmental Specialist. Future airport growth and expansion will also be considered. The result of the evaluation will become a factor in the final determination.

2. If analysis of the noise exposure indicates that the airport will impact unfavorably on the site, the site may be considered acceptable subject to a noise study and/or a recommendation for noise attentuation construction, and the issuance of an easement for noise from the school district to the airport proprietor.
3. School sites not located in a safety area or under any runway approach surface and located more than one mile from any portion of a planned usable runway will normally not be recommended against unless flight operations create special circumstances.

3.314 Mitigation Measures

In the event that the site is not desirable, appropriate action should be considered to overcome or mitigate the problem if possible. Actions can be taken by the airport operator or the school district. Examples include selection of an alternate site, noise attenuation construction, notices to airmen, relocating traffic patterns or limiting runway use. The consultant should become a fcilitator to attempt to resolve any conflict prior to recommending against a site.

3.315 Report of Investigation

1. A complete report will be prepared for each proposed site and will include a detailed explanation of the reasons for the recommendation. Specific facts pertaining to distances in relation to runway locations, flight patterns, noise exposure, accident potential, or any other factors leading to the recommendation will be documented in the report. The report will contain a summary of the airport owner/operator's comments on the proposal, which will be considered in the Department's evaluation. The report should "build a case" for the recommendation.
2. In evaluating a site, the consultant will complete a worksheet confirming that all appropriate factors have been considered. Special assurances should be made that the evaluation does not conflict with ALUC guidelines, the CLUP or AICUZ study.
3. It is completely appropriate to contact the proponent and, if possible, fly the area with a qualified representative of the school district so [that] our recommendation is more readily understood and accepted.
4. A memo confirming the investigation, with the Division's recommendation, will be completed in sufficient time to reach the requesting agency [SDE] within 30 working days of the date the request was received. The report will be prepared and signed by the consultant and coordinated with the Chief, Office of Airports.
5. It is important that the evaluation results in a recommendation which will provide guidance to the school district to acquire or not acquire the site. Necessary mitigating factors can be included as a condition of the recommendation. Terms such as "approved," "disapproved," or "unacceptable" are not appropriate as a determination of the evaluation, although "no objection" is a valid response.
6. The memo to Department of Education will include the following paragraph in all favorable recommendations:

   The Department cannot guarantee the safety of this (or any) site. Based upon our evaluation of existing conditions and planning development, this site is considered to provide the level of safety suitable for a school.

7. If a time limit is imposed for site acquisition, it should be consistent with the airport master plan and normally allow at least five years for acquisition.

3.316 Records

The initial request, all correspondence pertaining to the request, and a file copy of the investigation report and the Division's recommendation will be filed in the school site study file identified by the county name and school district and in the airport file.

Attachment A

FOR DRAFT ONLY
Original Letter to be Typed

(Date) _____

_____
_____
_____
_____

Dear _____

A proposed school site is being considered for acquisition/construction within two miles of the _____ Airport.

Under Section 39006 of the Education Code, the Department of Transportation must give notice to the owner and operator of any airport within two miles of the site, who shall be afforded the opportunity to comment on the proposed school site.

In preparing comments, please consider not only existing conditions but also planned airport expansion. If acquired, the site should be able to continue to exist compatibly with the airport.

Enclosed is a map directing the location of the site. Please ensure that your comments are received by the Division by _____, 19____, to meet our mandated suspense date. If no reply is received by this date, it will be assumed that no comment or objection is forthcoming.

Sincerely,

Chief, Division of Aeronautics

_____
Aviation Consultant

Enclosure

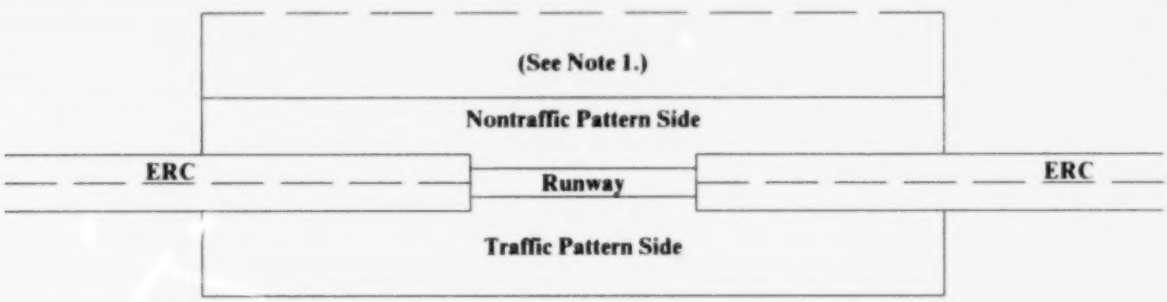
Attachment B

Airport Safety Area Dimensions

Airport safety area	*Single-engine propeller*	*Twin-engine propeller*	*Jets/large cargo*	*ERC area (instrument runway)*
Length beyond end of runway	2,650′	4,000′	5,280′	10,000′
Width (traffic pattern side)	3,150′	3,500′	4,000′	500′
Width (nontraffic pattern side)	750′	1,300′	1,500′	500′

Notes:

1. Dimensions are for public-use and multiowner/user airports. Private (one-aircraft) airports may not affect same area.
2. Above guidelines can vary, depending on local conditions.
3. Length and width will be measured as perpendicular to or along the extended runway center for each runway.
4. The extended runway centerline (ERC) area should be aligned with instrument approach/departure/missed approach path.



Notes:

1. Extension on nontraffic pattern side denotes shape of area if published pattern encompasses both sides of runway.
2. The final, overall shape and dimensions of the safety area will depend on layout of runway(s) approach/departure paths, types of aircraft operating.

Evaluation Checklist for School Bus Driveways in Vicinity of the School

Name of school	Date
Location of school	

Note: A *yes* answer for each of the items indicates a well-planned traffic pattern for school buses.

	Yes	*No*	*Does not apply*
1. School bus loading and unloading areas are provided on the school site.	☐	☐	☐
2. When loading and unloading of pupils take place on main thoroughfare in front of the school, the roadway has a minimum width of 40 feet of hard surface.	☐	☐	☐
3. The driveway leading to and from the loading and unloading area for school buses has a minimum width of 30 feet of paved surface.	☐	☐	☐
4. If diagonal parking is provided for buses in the loading and unloading area, a minimum width of 60 feet of paved surface is available.	☐	☐	☐
5. Parking for loading and unloading of pupils at school is bumper-to-bumper or diagonal. In either case, the necessity for backing a vehicle does not exist.	☐	☐	☐
6. The school bus driver is not required to back a vehicle anywhere on school property.	☐	☐	☐
7. All school bus movement on the school grounds is one way in a counterclockwise direction.	☐	☐	☐
8. School bus traffic does not completely encircle the school building.	☐	☐	☐
9. The school bus driver has proper sight distance at all points along the driveway.	☐	☐	☐
10. Crosswalks for pupils do not exist at the entrance to the school bus driveway.	☐	☐	☐

11. Separation is maintained between school bus traffic and all other traffic.	☐	☐	☐
12. Vehicular pickup points for nonbus pupils are located on driveways separate from those used by school buses.	☐	☐	☐
13. Curbing and suitable drainage are provided along driveways.	☐	☐	☐
14. Curbing and driveway construction complies with state highway specifications.	☐	☐	☐
15. At ingress and egress areas to and from the school, there is a minimum radius on inner edge of the driveway pavement of from 50 to 100 feet.	☐	☐	☐
16. On the school site there is a minimum radius of inner edge of driveway pavement of 60 feet.	☐	☐	☐
17. At least a 50-foot tangent section is provided between reverse curves.	☐	☐	☐
18. At ingress and egress points, a maximum grade of 2 percent is adhered to.	☐	☐	☐
19. A maximum grade of 5 percent is adhered to on the school bus driveway located within the school site.	☐	☐	☐
20. A clear view for at least 200 feet exists in both directions from the school loading/unloading zone.	☐	☐	☐
21. A clear view of at least 200 feet exists in both directions from the entrances and exits of the school site.	☐	☐	☐

Signature of person making report	Signature of director of school transportation

School Facilities Planning Division
Site Review Form

Application number	Site identification	Date
SDE consultant	District	County
Grade level	Size of site	SDE recommended
Maximum enrollment	Gross acres	Net usable acres
Site location (major cross streets)		Estimated land value per acre

1. Hazards: Seismic _____ Traffic _____ Toxic _____ Flood _____ Power lines _____
   Transformer power lines (100 kv+) _____ Other _____

2. Utilities: Give distance to nearest line of suitable capacity.
   Gas _____ Water _____ Sewer _____ Electricity _____ Storm drain _____
   Special needs: Well _____ Septic _____ Other _____

3. Topography of site: Level _____ Rolling _____ Sloping _____ Steep _____
   Other _____

4. Site development: Indicate concerns about any of the following items: erosion control, drainage problems, special soil conditions, extensive grading, extensive work required for streets and sidewalks. _____

5. Are there existing structures on the site which need to be removed or demolished? Yes _____
   No _____ Comment _____

6. Is condemnation required? Yes _____ No _____ Unknown _____
   Comments _____

7. Street improvements? y = yes n = no p = proposed
   Sidewalk _____ Curb and gutter _____ Street paving _____ Street lighting _____
   Fire hydrant _____ Comments (one or more sides, etc.) _____

8. Funding: State _____ Local _____ Developer _____ Exchange _____

9. Within two miles of airport? Yes _____ No _____ Heliport? Yes _____ No _____

(Revised 8-13-87)

10. Ranking by State Department of Education: 1 2 3 4 5
High Low

11. Is the site approvable after satisfactory completion of SFP forms 4.01 and 4.02? Yes _____
No _____ If no, comment. _____

_____

Attach or draw a site diagram below.

Site Transmittal Letters

CALIFORNIA STATE DEPARTMENT OF EDUCATION — **Bill Honig**
721 Capitol Mall; P.O. Box 944272 — *Superintendent*
Sacramento, CA 94244-2720 — *of Public Instruction*

Date

(School District)
(Address)

SCHOOL SITE REVIEW AND RECOMMENDATIONS

The attached School Facilities Planning Division site review(s) for the _____ _____ School District, _____ County, Application No. 22/ _____, is (are) being transmitted for use by the district and the Office of Local Assistance. The school district must obtain authorization from the Office of Local Assistance to proceed with site appraisals.

Final approval of the site of choice will be given by the State Department of Education only after the school district satisfactorily completes the School Facilities Planning Division's forms 4.01 and 4.02.

Sincerely,

Consultant
School Facilities Planning Division
(916)

cc: Office of Local Assistance

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

Bill Honig
Superintendent
of Public Instruction

(Date)

Board of Trustees
(Name) School District
(Address)

Re: (Name) School site
Area: (Number) Acres
(Name) County
Application No.: (If available)

Dear Board Members:

The State Department of Education approves the acquisition, for school purposes, by your district of the parcel of property described on the attachment.

This approval is given under the provisions of *Education Code* sections 39000 through 39007 and *California Code of Regulations, Title 5, Education,* sections 14000 through 14044. Please note the local governing board's responsibilities under *Education Code* Section 39002, *California Code of Regulations, Title 5, Education,* Section 14010, and the *Public Resources Code,* Section 21151.2.

Sincerely,

(Name), Assistant Superintendent
Director, School Facilities Planning Division

(Name), Consultant
School Facilities Planning Division
(Consultant's telephone number)

cc: County Planning Commission
Office of Local Assistance

Attachment

Appendix
F

School Site Approval Procedures

(SFP Form 4.01)

1. Initial Contact

Public school districts desiring the written approval of a new site or additions to an existing site shall discuss it first with the School Facilities Planning Division's consultant, California State Department of Education, who will view the site, provide a *School Site Analysis and Development Guide,* and a School Site Report (SFP Form 4.02; see Appendix G). (*California Code of Regulations, Title 5, Education,* Section 14010)

2. Airport

If the proposed site is within two miles of an airport runway, the district will furnish two copies of a map of the area on which the proposed site and the airport are indicated. The consultant will forward a map to the Department of Transportation, Division of Aeronautics, for its review and recommendations and will respond to the district within 35 days. (*Education Code* Section 39005)

3. Approval Request

The district will submit a letter addressed to the consultant, School Facilities Planning Division, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, in which approval is requested from the California State Department of Education for each school site for school purposes. The letter will contain the following information:

a. A school district map of any size indicating:
   (1) All existing schools and sites
   (2) Attendance areas
   (3) Proposed site

b. A map of the site on 8-1/2" x 11" paper indicating:
   (1) Dimensions
   (2) Adjacent street
   (3) Total acreage, *gross* and *net*

c. Six (6) copies of the legal description of the site

d. A copy of the report of the planning commission having jurisdiction (*Public Resources Code* Section 21151.2)

e. A copy or summary of the geological report as submitted to the Department of General Services (*Education Code* Section 39002.5)

f. A copy of the Environmental Impact Report, Negative Declaration, or Notice of Exemption on the project (Environmental Quality Act of 1970, *California Code of Regulations, Title 14, Natural Resources,* Division 6, Chapter 3)

g. A signed copy of the School Facilities Planning Division School Site Report (SFP Form 4.02) (*Education Code* Section 39101[a]) (See Appendix G.)

h. A schematic utilization of the site on which the proposed facilities and their placement on the site are indicated (*California Code of Regulations, Title 5, Education,* Section 14031) This requirement may be waived by the School Facilities Planning Division's consultant.

Note: The district should complete all items before sending material to the School Facilities Planning Division's consultant.

School Site Report

(SFP Form 4.02)

1. **District Data**

School district	City or town	County

District's authorized representative	Title

2. **Site Data**

Name and location of site

Grades to be served	Maximum proposed enrollment
Site size: gross acres	Net acres
Recommended acreage	Net acres

3. **Pupil Data**

Approximate percent of pupils requiring bus transportation	Approximate percent of pupils within walking distance

Comment on present and future ethnic composition of attendance.

4. **Airport**

Is site within two miles of an existing airport? _____ Yes _____ No
(If yes, comply with provisions of *Education Code* Section 39005.)

5. **Geological Report** (Comply with *Education Code* Section 39002.)

Comment on Geological Engineering Site Report: _____

6. **Regional Planning** (Comply with *Public Resources Code* Section 21151.2.)
   Comment on planning commission's report: _____

   _____

   _____

7. **Community Planning** (Comply with *Education Code* Section 35275.)
   Comment on suitability of site for joint planning and development between school district and recreation district: _____

   _____

   _____

8. **Environmental Planning** (Comply with the California Environmental Quality Act of 1970.)
   Comment on status of Environmental Impact Report: _____

   _____

   _____

9. **Community Facilities**
   Comment on the availability of parks, playgrounds, and swimming pools: _____

   _____

   _____

10. **Surrounding Development**

_____ Old residential	_____ New residential
_____ Commercial	_____ Industrial
_____ Agricultural	_____ Timberland

   Other (identify): _____

11. **Adjacent Development**

_____ Dirt road	_____ Graveled
_____ Paved	_____ Major highway

   Approximate distance from site to nearest suitable road: _____

12. **Safety**
   Approximate percentage of students crossing major streets, railroads, or other dangerous hazards:

   _____

13. **Topography**
   _____ Nearly level _____ Sloping _____ Steeply sloping

14. **Soil**

_____ Sandy
_____ Loam
_____ Evidence of rock
_____ Hard pan
_____ Adobe or clay

Are test borings recommended? _____

15. **Ground Cover**

_____ Bare _____ Pasture _____ Brush _____ Timberland _____ Orchard

16. **Aesthetics**

Comment on the general countryside, character of landscape, views, natural growth such as trees and ground cover, streams, lakes, and so forth: _____

_____

_____

17. **Utilities**

Give approximate distance to nearest line of suitable capacity.

Gas _____ Water _____ Sewer _____
Electricity _____ Storm drainage _____

18. **Site Development**

Comment on any of the following which presents a cause for concern: erosion control, drainage problems, special soil conditions, extensive grading, removal of existing construction, expensive work required for streets and sidewalks: _____

_____

_____

19. **Site Approval**

Approximate appraisal value of this site: $ _____

20. **Site Inspection**

This site was visited on _____ (Date) and reviewed in the presence of the following officials:

_____ _____
_____ _____
_____ _____
_____ _____

_____

Authorized agent's signature	Date

Publications Available from the Department of Education

This publication is one of over 650 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0238-3	Boating the Right Way (1985)	4.00
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0092-5	California School Energy Concepts (1978)	1.00
0-8011-0093-3	California School Lighting Design and Evaluation (1978)	1.00
0-8011-0715-6	California Women: Activities Guide, K—12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1988)	6.75
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0749-0	Educational Software Preview Guide, 1988-89 (1988)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English-Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English-Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0288-X	Guide for the Development of a Long-Range Facilities Plan (1986)	2.50
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1988)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0680-X	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-X	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0204-9	Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)	3.25*
0-8011-0737-7	Here They Come: Ready or Not—Report of the School Readiness Task Force (1988)	2.00
0-8011-0712-1	History-Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1989)	6.00
0-8011-0227-8	Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
0-8011-0209-X	Martin Luther King, Jr., 1929—1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K—8 (1987)	2.75
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50
0-8011-0762-8	Moral and Civic Education and Teaching About Religion (1988)	3.25
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
0-8011-0185-9	Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
0-8011-0186-7	Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
0-8011-0253-7	Nutrition Education—Choose Well, Be Well: Food Photo Cards (with nutrient composition charts) (1985)	10.00

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0-8011-0254-5	Nutrition Education—Choose Well, Be Well: Teaching Materials for Preschool/Kindergarten Curriculum Guide (in color) (1985)	7.50
0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0258-8	Program Guidelines for Severely Orthopedically Impaired Individuals (1985)	6.00
0-8011-0684-2	Program Guidelines for Visually Impaired Individuals (1987)	6.00
0-8011-0213-8	Raising Expectations: Model Graduation Requirements (1983)	2.75
0-8011-0311-8	Recommended Readings in Literature, K—8 (1986)	2.25
0-8011-0745-8	Recommended Readings in Literature, K—8, Annotated Edition (1988)	4.50
0-8011-0214-6	School Attendance Improvement: A Blueprint for Action (1983)	2.75
0-8011-0189-1	Science Education for the 1980s (1982)	2.50
0-8011-0339-8	Science Framework for California Public Schools (1978)	3.00
0-8011-0354-1	Science Framework Addendum (1984)	3.00
0-8011-0665-6	Science Model Curriculum Guide, K—8 (1987)	3.25
0-8011-0668-0	Science Safety Handbook for California High Schools (1987)	8.75
0-8011-0738-5	Secondary Textbook Review: English (1988)	9.25
0-8011-0677-X	Secondary Textbook Review: General Mathematics (1987)	6.50
0-8011-0781-4	Selected Financial and Related Data for California Public Schools (1988)	3.00
0-8011-0265-0	Standards for Scoliosis Screening in California Public Schools (1985)	2.50
0-8011-0486-6	Statement on Preparation in Natural Science Expected of Entering Freshmen (1986)	2.50
0-8011-0318-5	Students' Rights and Responsibilities Handbook (1986)	2.75
0-8011-0234-0	Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
0-8011-0682-6	Suicide Prevention Program for California Public Schools (1987)	8.00
0-8011-0739-3	Survey of Academic Skills, Grade 8: Rationale and Content for Science (1988)	2.50
0-8011-0192-1	Trash Monster Environmental Education Kit (for grade six)	23.00
0-8011-0236-7	University and College Opportunities Handbook (1984)	3.25
0-8011-0237-5	Wet 'n' Safe: Water and Boating Safety, Grades 4—6 (1984)	2.50
0-8011-0194-8	Wizard of Waste Environmental Education Kit (for grade three)	20.00
0-8011-0670-2	Work Experience Education Instructional Guide (1987)	12.50
0-8011-0464-5	Work Permit Handbook (1985)	6.00
0-8011-0686-9	Year-round Education: Year-round Opportunities—A Study of Year-round Education in California (1987)	5.00
0-8011-0270-7	Young and Old Together: A Resource Directory of Intergenerational Resources (1986)	3.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Please include the International Standard Book Number (ISBN) for each title ordered.

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above or by calling (916) 445-1260.

*The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Spanish/English, and Vietnamese/English.

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